Instructor:
Tiffany Boulton, PhD
tiffany.boulton@ucalgary.ca

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 48 hours during the week and within 72 hours over the weekend.

Teaching Assistant:
Alam Randhawa
alam.randhawa@ucalgary.ca

Time and Location:
Tuesdays
Time: 18:00 - 19:30 MT
ONLINE via Zoom

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate in the Zoom sessions due to the time difference or unforeseen circumstances, it is the student’s responsibility to watch the recording and ensure that they understand the course material and complete any missed in-class assignments.

Prerequisite/Co-Requisite:
24 units

Antirequisite:
Credit for Community Rehabilitation 553 and 557 will not be allowed

Course Description:
Disability, impairment and the body in social, cultural and historical contexts. Topics include biomedical understandings of the body, diagnosis, rehabilitation practices and medical treatment. Course uses an intersectional approach with readings of advanced critical disability theory.

Overarching Theme
This is an online interactive course with synchronous and asynchronous components. In this course we will explore aspects of embodiment and impairment, examine how dis/abled bodies are represented and interpreted, challenge assumptions about what is “normal” and “abnormal” in relation to bodies, and engage in discussions on the different theoretical perspectives on disability and the body (i.e, bio-
medical, social, and critical models). With an emphasis on the Canadian context, we will explore a range of topics to examine how disability is represented and experienced. Students will have the opportunity to work individually and in groups to develop transferable skills. Students will engage with key debates in the field of Critical Disability Studies and will reflect upon the applicability of theoretical concepts and ideas to community rehabilitation practice.

**Global Objectives**
- Engage in higher level theoretical debates on disability and impairment
- Understand key concepts and theories on disability and the body
- Compare and contrast different representations of, and perspectives on, disability, impairment, and embodied experiences
- Develop critical analysis skills to assess research and theory
- Examine the relationship between theory and embodied experiences
- Analyze the diversity of embodied experiences of disability and impairment
- Apply theoretical knowledge to community rehabilitation practice

**Course Learning Outcomes**
By the end of this course, students will be able to:
- Define key theoretical concepts in the study of disability and the body
- Apply different theoretical perspectives on impairment, disability, and diversity of bodily experiences to community rehabilitation practice
- Analyze disciplinary practices and the means of bodily social control
- Deconstruct what is considered “natural” and “normal” in relation to bodies
- Communicate ideas and engage in critical analysis through in class and online discussions, written assignments, and group projects

**Transferable Skill Development:**
Many of the skills and abilities that you are developing in your coursework are transferable to the workforce, graduate and professional studies and other facets of life. Employers seek applicants with transferable skills because they can be an asset in the workplace, regardless of industry or sector. Transferable skills are core skills for your success in building your future career.

The work that you will do in CORE 553 will help you build the following transferable skills:

- **Collaboration:** Work respectfully with others from different backgrounds, cultures, and countries.
- **Verbal Communication:** Learn and share information by presenting, listening, and interacting with others.
- **Creativity and Innovation:** Find different and better ways to do things, being curious, thinking imaginatively.
- **Critical Thinking:** Actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information (data, facts, observable phenomena, and research findings) to make a reasoned judgement or draw a reasonable conclusion.
- **Digital Skills:** Use digital technologies like computers, social media, virtual meeting platforms, and the internet.
- **Information Literacy:** Find, understand, and use information presented through words, symbols, and images
- **Project Management**: Conceptualize, initiate, plan and execute a plan to achieve a predetermined goal (project) by effectively prioritizing activities and meeting deadlines.
- **Written Communication**: Share ideas and information by using words, images, and symbols.

**Learning Resources**

**Required Textbook**:

Please contact the bookstore to purchase a copy of the book.

**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 2022-2023 Calendar.

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

1. Critical Reflection and Analysis Group Discussions – Value 20% (4 x 5% each)
2. Quizzes – Value 50% (4 x 12.5% each)

3. Group Knowledge Translation Assignment – Value 30%

Details of assignments:

1. **Critical Reflection and Analysis Group Discussions** – Value 20% (4 x 5% each = 20%)
   **Weeks – 3, 6, 9, 12**
   Students will be placed in discussion groups (5-6 students per group) for the semester. The online group discussions will provide an opportunity for students to critically reflect upon and discuss the course material with their classmates. These discussion forums will allow students to consider their previous knowledge and analyze new information in a safe setting. In addition, these online discussions will help students with the other assignments in the course. Required readings, supplementary resources, and questions for discussion will be posted on D2L by the instructor prior to each discussion week. Students will be required to read and view the materials and discuss this material and other ideas as a group, online. Students are expected to draw upon professional and practical experiences, as well as supplementary sources, and the discussion posts of their classmates, when writing their discussion posts. For posts, clear writing is important, yet the focus is on animated and engaging discussions. Further information and grading criteria will be posted on D2L.

2. **Quizzes** – Value 50% (4 x 12.5% each = 50%)
   **Weeks – 4, 7, 11, 14**
   Students will write 4 quizzes (worth 12.5% each) throughout the term based on content from the assigned readings and lectures. The quizzes will be open-book and each exam may consist of multiple-choice, matching, fill-in-the-blank, true/false, and/or short answer questions. The quizzes are non-cumulative and will be made available on D2L. Students will have the opportunity to complete the quizzes on D2L any time during the two-day window (see course schedule).

3. **Group Knowledge Translation Assignment** – Value 30% (Group Contract– 5%, Project 25%)
   In groups of 5-6 (see D2L for your group), students will develop a knowledge translation product (e.g., poster, podcast episode, infographic, webpage) that educates and raises awareness about a particular topic related to disability and the body. The assignment will be broken down into two components:
   - Groups will submit a “Team Contract,” detailing learning goals, procedures, participation, and expectations (template will be provided). **Due: Sept 13 by 11:59 pm MT to Group Dropbox.**
   - Groups will submit their knowledge translation product (see above) for grading as well as a short write-up explaining its intended audience and potential impact (**Due Nov 29 by 11:59 pm MT to Group Dropbox**).

**Further details for each assignment will be posted on D2L**

** 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 2022-23 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:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Outstanding performance</td>
<td>96-100</td>
</tr>
<tr>
<td>A</td>
<td>Excellent performance</td>
<td>90-95.99</td>
</tr>
<tr>
<td>A-</td>
<td>Approaching excellent performance</td>
<td>85-89</td>
</tr>
<tr>
<td>B+</td>
<td>Exceeding good performance</td>
<td>80-84</td>
</tr>
<tr>
<td>B</td>
<td>Good performance</td>
<td>75-79</td>
</tr>
<tr>
<td>B-</td>
<td>Approaching good performance</td>
<td>70-74</td>
</tr>
<tr>
<td>C+</td>
<td>Exceeding satisfactory performance</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance</td>
<td>60-64</td>
</tr>
<tr>
<td>C-</td>
<td>Approaching satisfactory performance</td>
<td>57-59</td>
</tr>
<tr>
<td>D+</td>
<td>Marginal pass</td>
<td>54-56</td>
</tr>
<tr>
<td>D</td>
<td>Minimal pass</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>Did not meet course requirements</td>
<td>0-49</td>
</tr>
</tbody>
</table>

**Missed Components of Term Work:**

Students will lose 25% per day late past the deadline for all assignments. In this case, assignments will NOT be accepted more than 72 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero. Students who miss a quiz will receive a mark of zero unless the instructor has been previously notified. There will be NO exceptions to this policy.

**Extensions will NOT be granted** on any assignment or quiz in CORE 583. 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 will experience greater success in the course if they attend all online lectures.

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.
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.

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 read 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/en/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, Associate Dean (Undergraduate Health and Science Education) (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

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 and Gender-Based 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 and gender-based violence policy guides us in how we respond to incidents of sexual and gender-based violence, including supports available to those who have experienced or witnessed sexual or gender-based violence, or those who are alleged to have committed sexual or gender-based 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/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-Violence-Policy.pdf.

**Resources for Support of Student Learning, Success, Safety and Wellness**
- Student Success Centre: [http://www.ucalgary.ca/ssc/](http://www.ucalgary.ca/ssc/)
- Student Wellness Centre: [http://www.ucalgary.ca/wellnesscentre/](http://www.ucalgary.ca/wellnesscentre/)
- Distress Centre: [http://www.distresscentre.com/](http://www.distresscentre.com/)
- Student Advocacy and Wellness Hub (CSM students): [https://cumming.ucalgary.ca/student-advocacy-wellness-hub/home](https://cumming.ucalgary.ca/student-advocacy-wellness-hub/home)
- Library Resources: [http://library.ucalgary.ca](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](https://www.ucalgary.ca/wellnesscentre/services/mental-health-services)) and the Campus Mental Health Strategy ([http://www.ucalgary.ca/mentalhealth/](http://www.ucalgary.ca/mentalhealth/)).

**Student Ombuds’ Office**
The Student Ombuds’ Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email ombuds@ucalgary.ca

**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](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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module / Topics</th>
<th>Readings</th>
<th>Synchronous Zoom Sessions</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Sept 6</td>
<td>Welcome and Introduction to the Course</td>
<td>Course Syllabus AND Textbook: Foreword AND Introduction</td>
<td>ZOOM Session 18:00 - 19:30 MT</td>
<td>Meet your group No assignments due this week</td>
</tr>
<tr>
<td>Week 2 Sept 13</td>
<td>Framing Disability: Theoretical Perspectives and Models</td>
<td>Chapter 1: DisAppearing Promises: The University’s Unfortunate Framing of Disability</td>
<td>ZOOM Session 18:00 - 19:30 MT</td>
<td>Group Contract Due by Sept 13, 11:59 pm MT to Group Dropbox</td>
</tr>
<tr>
<td>Week 3 Sept 20</td>
<td>Embodied Experiences of Disability</td>
<td>Chapter 2: Nativity AND Chapter 13: Charles Darwin and Me</td>
<td>ZOOM Session 18:00 - 19:30 MT</td>
<td>Group Discussion 1 (at least 1 post and 1 reply due by Sept 23)</td>
</tr>
<tr>
<td>Week 4 Sept 27</td>
<td>Bodily Diversity: Intersections of Disability &amp; Race</td>
<td>Chapter 4: Let Me Hear You Say Black Lives Matter AND Chapter 20: The Infinity of the Encounter: Deafness, Disability, Race, and the Sound of Story</td>
<td>ZOOM Session 18:00 - 19:30 MT</td>
<td>Quiz #1 – Weeks 1 – 3 (available Sept 27-28 on D2L)</td>
</tr>
<tr>
<td>Week 5 Oct 4</td>
<td>Social Control &amp; Norms of the Body</td>
<td>Chapter 5: Between Peace and Disturbance: Anorexia, Control, and Embodiment</td>
<td>ZOOM Session 18:00 - 19:30 MT</td>
<td>No assignments due this week</td>
</tr>
<tr>
<td>Week 6 Oct 11</td>
<td>Embodiment and In(Ex)clusions</td>
<td>Chapter 6: Disabling Curricular Encounters: The Barriers of Barrier Free Access</td>
<td>ZOOM Session 18:00 - 19:30 MT</td>
<td>Group Discussion 2 (at least 1 post and 1 reply due by Oct 14)</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Chapter(s)</td>
<td>ZOOM Session</td>
<td>Assignment(s)</td>
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<tr>
<td>7 Oct 18</td>
<td>(Dis)Embodiment and Ableism</td>
<td>Chapter 7: Ghosts, Mice, and Robots: Disappearing the Autistic Person</td>
<td>ZOOM Session 18:00 - 19:30 MT</td>
<td>Quiz #2 – Weeks 4 - 6 (available Oct 18-19 on D2L)</td>
</tr>
<tr>
<td>8 Oct 25</td>
<td>Culture and Disability</td>
<td>Chapter 8: Performing Dyslexia in Contemporary Japan AND Chapter 9: Tuning Goes Frig</td>
<td>ZOOM Session 18:00 - 19:30 MT</td>
<td>No assignments due this week</td>
</tr>
<tr>
<td>9 Nov 1</td>
<td>Performativity and Disability in Everyday Life</td>
<td>Chapter 10: Blind Perception: DisAppearing Blindness...with a Twist</td>
<td>ZOOM Session 18:00 - 19:30 MT</td>
<td>Group Discussion 3 (at least 1 post and 1 reply due by Nov 4)</td>
</tr>
<tr>
<td>10 Nov 6 - 13</td>
<td>TERM BREAK</td>
<td>No Readings</td>
<td>NO ZOOM Session</td>
<td>No assignments due this week</td>
</tr>
<tr>
<td>11 Nov 15</td>
<td>(Extra)Ordinary Bodies</td>
<td>Chapter 11: Embracing the Gesture: A Dance of the Ordinary and Its Extra</td>
<td>ZOOM Session 15:00 - 16:30 MT</td>
<td>Quiz #3 – Weeks 7 - 9 (available Nov 15 – 16)</td>
</tr>
<tr>
<td>12 Nov 22</td>
<td>Disability Identities and Social Construction</td>
<td>Chapter 12: Shapeshifting: Navigating the Social Construction of Multiple Disability Identities</td>
<td>ZOOM Session 18:00 - 19:30 MT</td>
<td>Group Discussion 4 (at least 1 post and 1 reply due by Nov 25)</td>
</tr>
<tr>
<td>13 Nov 29</td>
<td>Medicalizing Bodies: Diagnosis and Rehabilitation</td>
<td>Chapter 14: The Impositions of Forgotten Wor(l)ds: Rehabilitation and Memory Loss AND Chapter 15: The DisApperance of Deafness in Early Childhood Diagnostic</td>
<td>ZOOM Session 18:00 - 19:30 MT</td>
<td>Group Knowledge Translation Assignment (Product &amp; Write up) due Nov 29 by 11:59 pm MT</td>
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<tr>
<td>Week 14 Dec 6</td>
<td>In/Visible Bodies: Death and Dreams</td>
<td>Chapter 18: DisAppearing Disability: Disability MaiD Invisible AND Chapter 23: The Magic Wand</td>
<td>ZOOM Session 18:00 - 19:30 MT</td>
<td>Quiz #4 – Weeks 11 - 14 (available Dec 6 -7 on D2L)</td>
</tr>
</tbody>
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