

CORE 541
International Disability Research and Policy

Instructors:

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Office Hours/Policy on Answering Student Emails

Office hours are by appointment.
Student emails will be responded to within 24 hours.

Time and Location:

May 4-8, 2020
9am-4pm daily on zoom platform

Prerequisite/Co-Requisite:

54 units (9.0 full-course equivalents)

Course Description:

Disability research and policy including human rights policy and law whereby the student learns to understand local, national and global perspectives.

Overarching Theme

This block week course will provide an in-depth view of the issue of social policy as it impacts persons with disabilities. The course will explore the development of social policy locally, provincially, federally and internationally. Specific policy issues related to disabled people will be explored including the Accessible Canada Act. The impact of the Covid-19 pandemic upon disabled and vulnerable people will be examined. The course will also focus upon the development of the United Nations Convention of the Rights of Persons with Disabilities and the monitoring of conventions protocols as they roll out internationally. Through group work, quizzes, and presentations, students will have the opportunity to develop a framework for understanding social policy.

Global Objectives

This course will introduce the intersection of disability and social policy including defining social policy, models of policy making and values, levels of policy making and implementation, understanding social policy, disability specific policy, service context, human rights and the development of social policy, social policy research, linking policy to practice, and an international approach to policy.

Learning Objectives

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

- Understand differences in approach to disability research issues and/or policies based on cultural, policy and other factors.
- Develop an understanding of specific perspectives in Canada.

- Apply a deeper appreciation of international perspectives and approaches, service structures and language in policy of different jurisdictions.
- Demonstrate an ability to analyze disability research and/or policy issues from multiple perspectives.
- Demonstrate a critical social science approach to the topic of research and policy development.

Required Textbooks

Rioux, M., Pinto, P. & Parekh, G. (Eds.) (2015) Disability, Rights Monitoring, and Social Change: Building Power out of Disability, Rights Monitoring, and Social Change: Building Power out of Evidence. Toronto: ON. Canadian Scholars' Press Inc.

Recommended Readings

Canadian Social Research Links

<http://www.canadiansocialresearch.net/>

Disability rights education and defense fund

<http://www.dredf.org>

Disability Studies Resources at Ryerson University Library

<http://www.ryerson.ca/library/subjects/disability/index.html>

In Unison: A Canadian Approach to Disability Issues/Social Policy Renewal

http://www.esdc.gc.ca/eng/disability/arc/eighth_report.shtml

National Center for Health Statistics (CDC) International Disability Classifications

<http://www.cdc.gov/ncbddd/disabilityandhealth/basics.html>

Social Policy in Canada – Human Resources and Development Canada

<http://www.hrdc-drhc.gc.ca>

United Nations Web Site (specifically Disability and the UN) <http://www.un.org/>

Other sites and articles will be offered throughout the course and will be part of the reading requirements.

Evaluation

The University policy on grading and related matters is described in section F of the 2019-2020 Calendar.

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

All activities will be carried out online and students are instructed to work with group members in an online forum rather than in person.

Daily Quizzes (Day 1-4: 5%, Day 5:10%)

30%

Students are required to complete assigned readings the night before class and will complete an online quiz at the end of the day Monday and the beginning of the day, Tuesday, Wednesday, Thursday and Friday.

In Class Activities (To be handed in daily by each student)

20%

Students will work remotely on individual and group activities based on a series of questions provided each day and will prepare a short summary of their work at the end of each day.

Policy Analysis Presentation

10%

The presentation is expected to identify a specific policy area and the associated international, federal, provincial and municipal policy that influences the delivery of disability related services or programs to address social vulnerability. There will be a specific emphasis on impact. Project will be completed as a group, but group members must work with one another remotely. No in-person meetings are permitted.

Policy Analysis Paper (Due June 6th)

20%

To be handed in individually, students will write a formal academic paper based on the policy analysis carried out in class. A more in-depth analysis will be expected.

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 2019-20 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). 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	97-100
A	Excellent performance	90-96
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:

Students will lose 5% per day late past the deadline for all assignments. 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. Quizzes and group activities must be done within the allotted time frame and cannot be submitted late.

Extensions will NOT be granted on any assignment. 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>).

Brightspace by Desire2Learn (D2L)

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.

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/>.

Policies Governing the Course:

Attendance

Attendance is mandatory in an online platform for all five days of the block week course and for the entire duration of class time each day.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, posted lecture videos, case studies, assignments and exams) remain the intellectual property of the professor(s). 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 Based on Disability or Medical Condition

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor or to the designated BCR program contact, Mrs. Jennifer Logan (jljlogan@ucalgary.ca), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean for investigation;** infractions will be noted on the record of a student found to be guilty.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

Student information will be collected in accordance with typical 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>

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 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>

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

Readings for Day 1: Introductions, Canadian Policy Context

-Textbook: Background, Chapter 11, Chapter 3

-Additional reading: <http://www.disabilitypolicyalliance.ca/wp-content/uploads/2018/01/A-Review-of-Disability-Policy-in-Canada-3rd-edition-Final-1-1.pdf>

Readings for Day 2:

-Textbook: Chapter 5, Chapter 7, Chapter 8

Readings for Day 3:

-Textbook: Chapter 1, Chapter 2, Chapter 6, Chapter 14

-Additional readings to be assigned

Readings for Day 4:

-Textbook: Chapter 15, Chapter 16, Chapter 17

-Additional readings to be assigned

Readings for Day 5:

-Readings as designed (specific to news on the week)

Class Schedule

Day 1: Monday May 4th, 2020

Introductions

9:00-10:00	Introductions, Technical Requirements Check	Synchronous
10:00-10:30	Course Overview and Requirements	Synchronous
10:30-10:45	Break	
10:45-12:00	Lecture: Canadian Policy Context	Synchronous
12:00-1:00	Lunch	
1:00-2:15	In Class Activity	Asynchronous
2:15-2:45	Large Group Discussion & Additional Content	Synchronous
2:45-3:00	Break	
3:00-3:30	Group Presentation Meeting	Small groups
3:30-4:00	Quiz #1	Asynchronous

Day 2: Tuesday May 5th, 2020

9:00-9:30	Quiz #2	Asynchronous
9:30-10:30	Lecture: The development of the UNCRPD	Synchronous
10:30-10:45	Break	
10:45-11:45	In Class Activity	Asynchronous
11:45-12:00	Group Discussion	Synchronous
12:00-1:00	Lunch	
1:00-2:00	Lecture: Monitoring of the UNCRPD	Synchronous
2:00-3:45	Group Presentation Work	Small Groups
3:45-4:00	Wrap Up	Synchronous

Day 3: Wednesday May 6th, 2020

9:00-9:30	Quiz #3	Asynchronous
9:30-10:30	Lecture: International findings and UN shadow reports	Synchronous
10:30-10:45	Break	
10:45-11:45	In Class Activity	Asynchronous
11:45-12:00	Group Discussion	Synchronous
12:00-1:00	Lunch	
1:00-2:00	Lecture: Civil Engagement & The Subaltern Experience	Synchronous
2:00-3:45	Group Presentation Work	Small Groups
3:45-4:00	Wrap Up	Synchronous

Day 4: Thursday May 7, 2020

9:00-9:30	Quiz #4	Asynchronous
9:30-10:30	Lecture: The Canadian context-Bill C-81, Immigration etc. Impacting Policy	Synchronous
10:30-10:45	Break	
10:45-11:45	In Class Activity	Asynchronous
11:45-12:00	Group Discussion	Synchronous
12:00-1:00	Lunch	
1:00-2:15	Guest Lecture: Policy Impact	Synchronous
2:30-3:30	Group presentation work	
3:45-4:00	Wrap Up	Synchronous

Day 5: Friday May 8, 2020

9:00-10:00	Quiz #4	Asynchronous
10:00-10:45	Guest Lecture: Disabled people and Covid-19	Synchronous
10:45-11:00	Break	
11:00-12:00	Guest lecture: Disabled people and Covid-19	Synchronous
12:00-1:00	Lunch	
1:00-2:45	Interactive Student Presentations	Synchronous
2:45-3:00	Break	
3:00-4:00	Interactive Student Presentations	Synchronous