

CORE 541
International Disability Research and Policy

Instructors:

Meaghan Edwards Ph.D.
meaghan.edwards@ucalgary.ca

Office Hours/Policy on Answering Student Emails

Office hours are by appointment.
Student emails will be responded to within 36 hours.

Time and Location:

Asynchronous Online discussions
Four synchronous Adobe Connect Sessions on January 21st, February 4th, March 17th, April 7th run from 6:30-8:00 pm MT.

Please consult course schedule to confirm location of individual sessions.

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 online course will provide an in-depth view of the issue of social policy as it impacts persons with disabilities. The course will focus upon the development of social policy locally, provincially, federally and internationally. 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 it rolls out internationally. Through a weekly series of discussions, 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.
- Participate in an on-line dialogue to communicate with peers and instructors.
- 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.hrhc-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.

A Note regarding readings

A list of required readings will be outlined on D2L and links and documents will be made available, where possible. Assigned readings will be posted at least one week before they are to be used in class. 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.*

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.

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. 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>).

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

Online Adobe Connect sessions are mandatory and if missed a make-up discussion post will be assigned

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, labs, 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 (Room 370 MacEwan Student 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.

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.

Date	Module / Topics	Readings	Assignments & Due Dates
Week of January 13th	Introductions	N/A	Discussion post Tuesday (no later than at 11:59 PM MT) as well as respond to one other posting (no later than Friday at 11:59 PM MT).
Week of January 20 th	Course Orientation and policy context	Background, Chapters 11, 13	Attend Adobe Connect Session online 6:30-8:00 pm on Tuesday January 21 st .
Week of January 27th	Human Rights	Chapter 3 and assigned readings	Discussion post Tuesday (no later than at 11:59 PM MT) as well as respond to one other posting (no later than Friday at 11:59 PM MT).
Week of February 3rd	Disability Policy Monitoring	Chapters 5, 7, 8 and 11	Attend Adobe Connect Session online 6:30-8:00 pm on Tuesday February 4th
Week of February 10 th	Canadian and International Perspective	Chapter 2,6,9,10,12	No Discussion post-please work on discussion post for the week of February 24 th
Week of February 17 th	Reading week		
Week of February 24 th		Chapter 2,6,9,10,12	Discussion post Tuesday (no later than at 11:59 PM MT) as well as respond to one other posting (no later than Friday at 11:59 PM MT).
Week of March 2nd	Discrimination and Rights Perspective	Chapter 16, 17	Discussion post Tuesday (no later than at 11:59 PM MT) as well as respond to one other posting (no later than Friday at 11:59 PM MT).

Week of March 9 th	The subaltern experience	Chapter 15 and self-directed readings	Discussion post Tuesday (no later than at 11:59 PM MT) as well as respond to one other posting (no later than Friday at 11:59 PM MT).
Week of March 16 th	Citizen Engagement	Chapter 4, 14 15,16	Attend Adobe Connect Session online 6:30-8:00 pm on Tuesday March 17 th
Week of March 23 rd	Canadian Policy Development	Readings as Assigned regarding Bill C-81	No discussion post due-two weeks to complete assigned topic
Week of March 30 th	Disability and influence of Policy	Readings as assigned-related to current policy climate	Discussion post Tuesday (no later than at 11:59 PM MT) as well as respond to one other posting (no later than Friday at 11:59 PM MT).
Week of April 6 th	Impacting policy	Readings as assigned	Attend Adobe Connect Session online 6:30-8:00 pm on Tuesday April 7 th
April 13 th -15 th	Exam	Available on-line for 48 hours	