

Carleton University
Fall 2018
Pauline Jewett Institute of Women's and Gender Studies

DBST 1001A : *Introduction to Disability Studies*

Fridays, 11.35-1.25

Location: TB 360

Instructor: Dr. Kristin Snoddon

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Office: PA 254

Office Hours: Mondays & Fridays, 10.00-11.00

- *This outline is preliminary and subject to change*

NOTE:

1. The university requires that all email correspondence with students be through their Connect/My Carleton accounts since this is the most valid indication of student identity when a message is received. Any collaborative work with other students must also take place through Connect.

COURSE DESCRIPTION:

This foundation course introduces core ideas in Disability Studies. Students will encounter disability history, theory, activism, policy, art, and culture. Course content is intended to reflect disabled people's experiences in terms of discrimination, exclusion, and marginalization as well as resistance.

Students can expect to be exposed to material that is sometimes challenging and should be prepared to learn about new perspectives and to explore their own beliefs and values. A variety of teaching methods will be used, including lectures, discussions, debates, in-class group exercises, videos, and guest speakers. There will be a heavy emphasis on student participation. Full class attendance is expected.

Course Objectives:

- To lay a conceptual foundation for Disability Studies.
- To enhance critical analysis skills through the application of theoretical perspectives on disability introduced in this course.
- To challenge the dominant medical perspective on disabled personhood.
- To develop an understanding of cultural models and theories of disability.
- To enable students to appreciate Disability Studies scholarship, activism, art, and literature.
- To enable students to reflect on their own role and relationships with disabled people in both professional and personal contexts.

Calendar entry:

Challenging negative stereotypes of disability by allowing students the opportunity to explore disability through many different venues including history, theory, culture, ethics, policy and disability rights. Reframing disability from personal tragedy to issues of oppression, access, inclusion and equality.

Lectures and discussion groups three hours per week.

REQUIRED READINGS

Withers, A.J. (2012) *Disability, Politics and Theory*. Halifax: Fernwood Publishing.

All other readings are available electronically through the library or cuLearn system or online.

ASSIGNMENTS AND ASSESSMENT

Items	Weight	Due date
Participation	10 %	Ongoing
In-class responses	25%	Ongoing
Proposal	5%	Oct. 12
Annotated bibliography	25%	Nov. 16
Final essay	35 %	Dec. 7

EVALUATION DETAILS**PARTICIPATION (10%)**

The class will discuss topics, videos, and guest lectures. Therefore, regular attendance and participation in class and tutorials are essential components of your success in the course.

IN-CLASS RESPONSES (25%)

There will be short written response assignments at the beginning of class in answer to some question that I give you about the week's topic and/or readings. These are designed to enhance your familiarity and engagement with course content.

ASSIGNMENTS**1. Proposal (5%)**

This assignment is intended to support writing of the annotated bibliography and final paper. You will submit a one-page proposal, which answers the following questions:

- What do I want to investigate?
- Do I have any particular questions I would like to explore?
- Are there any issues related to my personal experiences that I could examine?

Your proposal should include a title, a rationale for choosing this topic, and a list of questions to guide your literature search (for annotated bibliography) and writing of the final paper.

2. Annotated Bibliography (25%)

For this assignment, you will submit an annotated bibliography on a topic of your choice related to Disability Studies. Your annotated bibliography should be a selection of research-based and/or scholarly articles, book chapters, books, electronic sources, etc., that you have judged to be directly relevant to your question or topic. You should have a minimum of 6 sources. At least three of these sources must be taken from the course reading lists (required and/or recommended) and at least three must be taken from other scholarly sources taken from Carleton library's online journal collection.

This assignment's maximum length is 10 pages, double-spaced. Each source's summary and evaluation should be about one paragraph in length. When using journal articles, please submit a copy of the abstract for the original article with your write-up. Sources are presented in alphabetical order of author.

Your annotated bibliography should include the following:

1. A title and introduction stating the topic of investigation ;
2. A brief and precise summary of each source which recaps the source's main arguments and primary conclusions;
3. An evaluation of each source and the way in which it informs your topic of investigation. This section should answer the question of why you have chosen to include that particular source;
4. Use of APA format for references.

Guidelines for summarizing a source:

- Look for the writer's main idea, research question, or purpose for writing the article. Ask yourself what the writer is trying to accomplish, prove, and/or investigate.
- Decide on the main results and conclusions of the source.

Guidelines for evaluating a source:

- Begin by asking yourself how the source helped shape your thinking about your topic, and why the source is important in the context of the topic you have chosen.
- What insights did the source provide for you?
- Does the source support or contradict your topic?

Evaluation criteria:

- All requirements as stated above are met;
- Coherency (defined as the presentation of facts and ideas in a logical and orderly sequence);
- Clear writing and correct grammar and spelling;
- Descriptions are precise and informative;
- Evaluation of source is explicit in its relevance to the topic/question;
- Sources used are clearly relevant to topic/question.

3. Final Essay (35%)

For this assignment, you will be asked to prepare a research essay of about 2,000 words (8 pages, double-spaced). This essay is to be a culmination of your annotated

bibliography. It is a discussion of your original topic of investigation. It should include additional references not previously cited in your annotated bibliography.

What is most important in this essay is that you go well beyond description and focus primarily on critical analysis. A research essay must have a point of view. Without a thesis or "controlling argument," your essay will be merely descriptive, or will summarize the various articles that you have read without demonstrating your understanding or independent analysis.

An essay of 2,000 words usually requires about 8-10 resources in total. Please note that utilizing a research source involves much more than merely mentioning it. Remember that the research process requires careful scrutiny and attention – evaluate the reliability of all sources cited, and avoid the pitfalls of improper citation and plagiarism.

Goals:

- To provide an opportunity for independent learning on a topic related to the course.
- To deepen and consolidate understanding of fundamental course concepts.
- To enhance understanding of the theoretical perspectives presented in this course by applying them to the analysis of a particular issue.
- To develop and demonstrate skills in critical analysis.
- To develop familiarity with Carleton's indexes, databases and research guides and to refine skills in scholarly research.

Evaluation criteria:

- Ability to apply course theories and concepts to the critical analysis of an issue in Disability Studies.
- Depth of analysis and reflection.
- Significant and appropriate use of external sources.
- Clarity of presentation, organization and structure.
- Originality.

Details of Assignment Submission:

1. Written assignments are to be submitted in MS Word format and uploaded to cuLearn on the due date.
2. Extensions of up to 5 days may be given provided the student has discussed the extension with the instructor **BEFORE** the due date. All extensions are at the discretion of the instructor and must be made in writing.
3. Assignments submitted late will be penalized with a two-point deduction for every day late inclusive of weekends. Assignments which are more than 10 days late, inclusive of weekends, will not be accepted for grading. Exceptions to these terms will only be made in medical emergencies and must be accompanied by a doctor's note.
4. The rules and regulations governing academic integrity will be applied to all assignments. Please see <https://carleton.ca/registrar/academic-integrity/> for more details.

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

FURTHER READINGS/RESOURCES:

Bauman, H-D. (Ed.) (2008). *Open your eyes: Deaf studies talking*. Minneapolis, MN: University of Minnesota Press.

Corker, M., & French, S. (1999). *Disability discourse*. Buckingham, UK: Open University Press.

Davis, L.J. (Ed.). *The disability studies reader. 3rd edition*. New York: Routledge.

Dolmage, T. (2014). *Disability rhetoric*. Syracuse, NY: Syracuse University Press.

Kafer, A. (2013). *Feminist, queer, crip*. Bloomington, IN: Indiana University Press.

Ladd, P. (2003). *Understanding Deaf culture: In search of Deafhood*. Clevedon, UK: Multilingual Matters.

Lane, H., Hoffmeister, R. & Bahan, B. (1996). *A journey into the Deaf-World*. San Diego, CA: Dawn Sign Press.

Oliver, M. (1986). Social policy and disability: Some theoretical issues. *Disability, Handicap, & Society*, 1(1), 5-17.

Padden, C. & Humphries, T. (1988). *Deaf in America: Voices from a culture*. Cambridge, MA: Harvard University Press.

Padden, C. & Humphries, T. (2005). *Inside Deaf culture*. Cambridge, MA: Harvard University Press.
Reagan, T. (2011). Ideological barriers to American Sign Language: Unpacking linguistic resistance. *Sign Language Studies*, 11(4), 606-636.

Spade, D. (2015). *Normal life: Administrative violence, critical trans politics, & the limits of law*. Duke University Press.

Titchkosky, T. (2011). *The question of access: Disability, space, meaning*. Toronto: University of Toronto Press.

Titchkosky, T. (2007). *Reading and writing disability differently: The textured life of embodiment*. Toronto: University of Toronto Press.

Tremain, S. (Ed.) (2005). *Foucault and the government of disability*. Ann Arbor, MI: University of Michigan Press.

Journals:

Canadian Journal of Disability Studies

Disability & Society

Disability Studies Quarterly

COURSE SCHEDULE: DBST 1001A FALL 2018 (tentative)

Sept. 7	<p>Introduction & course overview</p> <p>Readings: Course outline</p>
Sept. 14	<p>Problematizing dominant models—Part 1</p> <p>Withers, A.J. (2012). Building models and constructing disability. In <i>Disability Politics & Theory</i> (pp. 1-12). Halifax & Winnipeg: Fernwood Publishing.</p> <p>Withers, A.J. (2012). Constructing difference, controlling deviance: The eugenic model. In <i>Disability Politics & Theory</i> (pp. 13-30). Halifax & Winnipeg: Fernwood Publishing.</p> <p>Film: <i>Surviving Eugenics</i></p>
Sept. 28	<p>Problematizing dominant models—Part 2</p> <p>Readings: Withers, A.J. (2012). Diagnosing people as problems: The medical model. In <i>Disability Politics & Theory</i> (pp. 31-56). Halifax & Winnipeg: Fernwood Publishing.</p> <p>Withers, A.J. (2012). For us, not with us: The charity model. In <i>Disability Politics & Theory</i> (pp. 57-80). Halifax & Winnipeg: Fernwood Publishing.</p>
Oct. 5	<p>The social model</p> <p>Readings: Barnes, C. (2012). The social model of disability: Valuable or irrelevant? In N. Watson, A. Roulstone, & C. Thomas, <i>The Routledge handbook of disability studies</i> (pp. 12-29). London: Routledge.</p> <p>Clare, E. (1999). The mountain. In <i>Exile and pride: Disability, queerness, and liberation</i> (pp. 1-13). South End Press.</p> <p>Withers, A.J. (2012). Revolutionizing the way we see ourselves: The rights and social models. In <i>Disability Politics & Theory</i> (pp. 81-97). Halifax & Winnipeg: Fernwood Publishing.</p> <p>Guest lecture: Dr. Roy Hanes</p>

Oct. 12	<p>Disability and the Global South</p> <p>Readings: 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). http://cjds.uwaterloo.ca/index.php/cjds/article/view/400</p> <p>Guest lecture: Dr. Thuy Nguyen</p> <p>Proposals due</p> <p>Annotated bibliography/final paper instructions</p>
Oct. 19	<p>Library workshop: Martha Attridge Bufton</p>
Nov. 2	<p>The question of access</p> <p>Readings: Titchkosky, T. (2011). Where?: To pee or not to pee. In <i>The question of access: Disability, space, meaning</i> (pp. 69-91). University of Toronto Press.</p> <p>Guest lecture: Hollis Pierce, M.A. candidate</p>
Nov. 9	<p>Cultural models</p> <p>Readings: Garland-Thomson, R. (2005). Staring at the other. <i>Disability Studies Quarterly</i>, 25(4). http://dsq-sds.org/article/view/610/787</p> <p>Titchkosky, T. (2001). Disability: A rose by any other name? "People-first" language in Canadian society. <i>The Canadian Review of Sociology and Anthropology</i>, 38(2), 125-140.</p>
Nov. 16	<p>Disability history</p> <p>Readings: Barron, S. (2017). "The World is Wide Enough for Us Both": The Manitoba School for the Deaf at the onset of the oralist age, 1889-1920. <i>Canadian Journal of Disability Studies</i>, 6(1). http://cjds.uwaterloo.ca/index.php/cjds/article/view/333</p> <p>Guest lecture: Sandy Barron, Ph.D. candidate</p> <p>Annotated bibliographies due</p>

Nov. 23	<p>Pride movements</p> <p>Readings: Baynton, D. (2010). A mad fight: Psychiatry and disability activism. In L. Davis (Ed.), <i>The disability studies reader</i>. 3rd ed. (pp.160-176). New York: Routledge.</p> <p>Ladd, P. (2005). Deafhood: A concept stressing possibilities, not deficits. <i>Scandinavian Journal of Public Health</i>, 33(Suppl 66), 12-17.</p> <p>Film: Davies, M. (Producer) & Patrichi, C. (Editor). (2013). <i>The inmates are running the asylum: Stories from MPA</i> [Motion Picture]. Vancouver, BC: History of Madness Productions.</p>
Nov. 30	<p>Crip theory</p> <p>Readings: Lewis, V.A. (2015). Crip. In R. Adams, B. Reiss, & D. Serlin (Eds.), <i>Keywords for Disability Studies</i> (pp. 46-48). New York: NYU Press.</p> <p>McRuer, R. (2016). Crip. In K. Fritsch, C. O'Connor, & A.K. Thompson (Eds.), <i>Keywords for Radicals: The Contested Vocabulary of Late-Capitalism</i> (pp. 119-125). Oakland, CA: AK Press.</p> <p>Withers, A.J. (2012). Looking back but moving forward: The radical disability model. In <i>Disability Politics & Theory</i> (pp. 98-120). Halifax & Winnipeg: Fernwood Publishing.</p>
December 7	<p>Final papers due</p>